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The Scottish Educational Journal

AGM

2019 / Perth / 6-8 June

A photograph of a stage at the AGM. A large purple banner in the background reads 'EDUCATION VALUE TEACHERS' and 'TIME TO TACKLE WORKLOAD!'. In the foreground, a bagpipe band is performing. The bagpipers are wearing white shirts and dark jackets, and are playing their bagpipes. The background is a blue wall with the purple banners.

EDUCATION
VALUE
TEACHERS

TIME TO
TACKLE
WORKLOAD!



Bill Ramsay succeeds Alison Thornton as EIS President



Fellowship awards for services to education



Guest speaker Amer Anwar

Editor's Comment

Welcome to this special edition of the **Scottish Educational Journal**. Over these 16 pages, we look back at the **EIS Annual General Meeting – the sovereign decision making body of the Institute**. We report on the key debates and speeches from the three days of conference, and highlight the key decisions taken by this year's AGM.

Post-Pay Agreement, Workload Concerns a Recurring Theme in AGM Debates

Motions

Moving Value Education, Value Teachers Forward



"We are now ready to move onto the next phase of the Value Education, Value Teachers campaign"

Bill Ramsay

Incoming President Bill Ramsay, speaking on behalf of Council, successfully moved a Motion calling on the EIS to maintain membership engagement with the Value Education, Value Teachers campaign, and to continue to prosecute the campaign to a successful resolution on other key issues such as workload.

Paraphrasing the General Secretary's speech from earlier in the day (see pp10-11), Mr Ramsay said, "This is a 'we are not finished' yet Motion. We are now ready to move onto the next phase of the Value Education, Value Teachers campaign."

Seconding the Motion, Susan Quinn (Glasgow) said, "We need to continue to build - it is vital that we maintain the momentum - because workload and class sizes and ASN aren't going to be solved unless we do something about it."

Speaking in support, first-time speaker Isabella Montgomery (Glasgow) said, "The VEVT campaign gave us, as activists, a platform to speak to the public, as well as our own members, about the issues facing Scottish education."

In a related Motion, David Baxter (Dundee) was successful in calling on EIS Council to

develop and implement a comprehensive campaign to deliver meaningful and significant reductions in the workload of all teachers.

"The response to the recent VEVT survey was unprecedented - and we are listening. Every one of us wants the best for our pupils, but flogging the workforce to exhaustion is not the way to achieve this."

Seconding the Motion, Paula McEwan (Inverclyde) said, "Our members understand that our strength is our unity, and we need to build on the success of the VEVT campaign."

Another related Motion calling for action on workload was successfully moved by Adam Sutcliffe (Aberdeenshire) who said, "We can't lose the momentum and engagement that we have built up throughout the campaign. We need to rekindle the spirit that put 30,000 teachers on the streets of Glasgow."

Workload



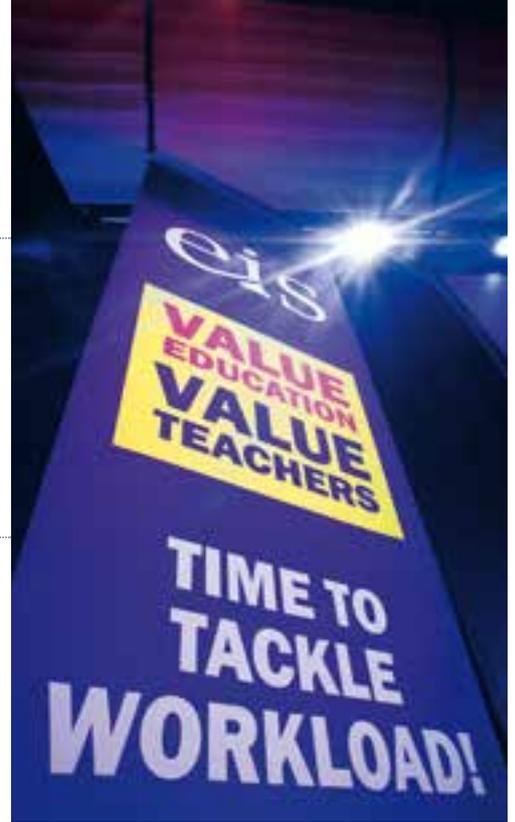
"Workload has increased under Curriculum for Excellence"

Jennifer Gaffney

"It's time to tackle workload". That was the message to the AGM from Andrew Fullwood (Glasgow). "Tackling workload is the next step in the Value Education Value Teachers Campaign," he said. "Working time agreements do not control workload; cutting class contact time and cutting

class sizes are the correct measures to have a significant impact on workload." He urged the AGM to instruct Council to campaign to secure a reduction in class size maxima to 20 pupils in all mainstream classes and to campaign to secure a negotiated reduction of maximum class contact time for teachers to 20 hours per week and to increase preparation and correction time to 10 hours per week. He concluded by reminding delegates that the Organisation for Economic Co-operation and Development (OECD) had published research showing that smaller class sizes are a benefit to members. Jennifer Gaffney (South Lanarkshire) seconded the Motion and highlighted further evidence from the OECD which showed that Scotland's teachers taught 855 hours per annum. In contrast, teachers in Finland teach 592 hours. "Workload has increased under Curriculum for Excellence," she said.

However, not all delegates agreed with a proposed reduction in maximum class contact time for teachers to 20 hours per week. Joanne Thomson (Scottish Borders) and David Baxter (Dundee) argued that the Motion weakened existing EIS policy which called for maximum class contact hours of 17.5 hours per week. But Allan Crosbie (Edinburgh) argued that while the OECD average of 17.5 hours maximum class contact time was the goal of the EIS, the wording of the Motion would provide a useful campaigning tool to address "workload injustice." Nicola Fisher (Ex-President and Glasgow) claimed that "the aspirations of Curriculum for Excellence were being stymied with larger class sizes. The Scottish Government



This edition of the SEJ gives a flavour of debate at the AGM, and is not a verbatim report. It is not possible to report all Motions or speeches for reasons of space. For full details on all Motions passed, please visit www.eis.org.uk. Additional coverage is available via @eisunion Twitter feed using hashtag #EISAGM19

needs to be more ambitious. Warm words on workload will no longer work.” Susan Quinn (Glasgow) concluded the debate by stating that the “20/20” campaign would be a staging post to 17.5 hours maximum class contact time. “The reduction in class contact time would address the issues of workload, recruitment and retention,” she said.

The Motion was passed with an overwhelming majority.

The Impact of Workload

“The amount of forward planning that is going on, often in triplicate, is ridiculous.”

Philip Alexander

Mike Smith (Midlothian) successfully moved for the EIS to investigate on the impact on teacher well-being of increased workload, cuts to staffing, excessive forward planning, and changes to course content and assessments.

“We don’t look after ourselves, so we need to gather evidence to inform a plan to support teacher health and wellbeing”, said Mr Smith.

Seconding the Motion, Philip Alexander (Midlothian) said, “The amount of forward planning that is going on, often in triplicate, is ridiculous.”

Opposing ASN Cuts



“staff feel overwhelmed, inadequate and guilty because they are letting pupils down...”

Margaret Thomson

Margaret Thomson (Falkirk) moved a Motion on opposing cuts to ASN funding (using local industrial action if necessary) and asking the EIS to petition the Scottish Government to provide protected central budgets to support pupils with ASN in mainstream settings. Ms Thomson shared her experience as an ASN teacher seeing rising need (including attachment issues, mental health issues, FA, ASD and ADHD) yet having fewer resources.

She stated that “staff feel overwhelmed, inadequate and guilty because they are letting pupils down...this cannot be allowed to continue.” The seconder, Sarah Gulliver (Scottish Borders), asked for the Motion to be supported “to allow forthright

conversations with Scottish Government on ASN” in a climate of more differentiation than ever, proposing that “funding would provide more teachers, support staff and specialist outreach teachers.” Further backing came from Alison Murphy (Edinburgh) who was insistent that “we need more cash; we want inclusion; but we cannot have inclusion on the cheap.” Conference agreed emphatically with the Motion, with delegates showing their approval through both sustained applause and a unanimous vote in favour.

Working Time Agreements



“need for training especially among new entrants to the profession.”

Mike Smith

Mike Smith and Mark Ireland (both Midlothian) moved and seconded a Motion instructing Council to conduct a publicity campaign with the aim of raising awareness amongst the membership of working time agreements. Mr Smith argued there was a need for training on this issue especially for new entrants to the profession.

Mr Ireland reminded delegates that more and more teachers were suffering from stress and that there was a real need to combat the lack of knowledge across the teaching profession of the key components of working time agreements. The aim of the campaign was to highlight the expectations within the 35-hour working week and to stress that collaboration and balance within the working time agreements were imperative. The Motion passed with an overwhelming majority.

Rule Change

Susan Quinn (Glasgow), speaking on behalf of Council, successfully moved a proposed Rule Change seeking to guarantee an overall gender balance of at least 50% female for each sub-committee of EIS Council.

Seconding the Rule Change, Paula McEwan (Inverclyde), said “We are asking schools to get it right for girls – and we have to practice what we preach.”

AGM delegates backed the Rule Change overwhelmingly.

Opening Session

David Edwards, General Secretary of Education International (EI), addressed the AGM on behalf of Kindred Organisations, and spoke of the important role of trade unions and international trade union solidarity in supporting the rights of educators and learners on a global basis. “Being part of the world family of teacher unions is a massive boost for morale and confidence,” he said. Mr Edwards later spoke at an AGM Fringe event – see pp8-9 for more information.



Rowena Arshad, Head of Moray House School of Education and Co-Director of the Centre for Education for Racial Equality in Scotland, addressed AGM on behalf of the new Fellows of the Institute. In her speech, Ms Arshad spoke of the importance of education to educators to society and to social justice.

Addressing the AGM, Ms Arshad said, “Teaching is a profession of hope. It involves the formation of each new generation into the citizens of tomorrow, for a world that is not yet known. We do not know what the future will look like, but do know that what happens in classrooms today will help to shape it.

“Many teachers who have a commitment to social justice start with small practical steps in their classroom. This might involve a pupil who is underachieving or who is perceived as ‘other’. The response might involve small changes in practice, but often also requires more thoughtful reflection about values, language and power. These small steps serve as powerful reminders that all teachers can make a difference.”

- Rowena’s speech drew from excerpts from the Epilogue chapter of the 2nd edition of the book ‘Social Justice Re-examined’ edited by Rowena Arshad, Terry Wrigley and Lynne Pratt, IOE Press – due to be published Autumn 2019.

Instrumental Music Provision



"we know the benefits of music and want to share these with our pupils"

Fiona Gray

Supporting and Protecting Instrumental Music provision was the subject of two related Motions to the AGM.

Moving the first of these Motions, calling for the protection of free tuition and ring-fenced funding for music, Instrumental Music Teacher Fiona Gray (Midlothian) told AGM, "I've never felt so undervalued by my employer as I do now."

Ms Gray went on to say, "We don't become music instructors for the money – we do it because we know the benefits of music and want to share these with our pupils."

Seconding the Motion, Andrew O'Halloran (Dumfries & Galloway) said, "IMTs work incredibly hard, and they put in many additional hours to support music in their schools and communities. Unfortunately, music is often a very easy target when authorities want to make cuts."

Speaking in support, first time AGM speaker David Moore (South Ayrshire) said, "I am a product of free music in schools – I was handed a violin early in my school career, and enjoyed free tuition throughout school. I am now a music teacher."

Following overwhelming support for the Motion, Andrew O'Halloran returned to the podium to move the related Motion which called on the EIS to develop national resources to assist Local Associations to defend music provision.

"We know how endangered Instrumental Music Tuition is across the country – we need to equip LAs with resources for when IMT is threatened."

Violent Incidents



"Traumatised teachers are not in the best place to demand support from their employers"

Lindsay Craig

This Motion, requesting the EIS investigate the support available to teachers after a violent incident and conduct a survey to determine how safe our schools are, was proposed by Lindsay Craig (Scottish Borders). Lindsay discussed her experience

of having to deal with a violent incident and the lack of support that was provided from her school. "Traumatised teachers are not in the best place to demand support from their employers. We need to stop being tolerant to this." Andrene Bamford (East Dunbartonshire), seconding the Motion, said, "No one would argue violence is acceptable in the classroom. No one would argue putting up with violence is part of a teacher's job. Yet violence is creeping into Scotland's classrooms." Summing up her speech Andrene said, "We need to be angry about the acceptance of violence."

Speaking in support, Graeme Cowie (Aberdeenshire) discussed how any data collected should be used in order to create change in schools. Urging people to vote in support he said, "By supporting this Motion we send a very clear message to our members that zero tolerance really does mean zero tolerance." Alison Murphy (Edinburgh) explained Edinburgh LA had already conducted a survey on violence in the classroom and suggested working with unions who represent school support staff. "As bad as it is for teachers, it can sometimes be worse for the Pupil Support Assistants," said Alison. Conference agreed with the Motion and it was carried unopposed.

Violence Against Women - EIS Advice



"teachers can be and are victims of domestic abuse"

Agnes Wilson

A Motion seeking updated EIS advice on violence against women, in line with the Scottish Government's 'Equally Safe' policy and new domestic abuse legislation, was moved by Agnes Wilson (West Dunbartonshire). Ms Wilson noted that "teachers can be and are victims of domestic abuse" and that the new Domestic Abuse Act outlines how abuse can take many forms, including coercive control. Citing alarming statistics, she stated, "I wish I were being melodramatic when I say this advice may save lives, but this is the truth." The Motion was formally seconded by Laura Minto (West Dunbartonshire). Conference concurred with the need for updated advice and voted in favour of the Motion.

Mandatory CPD for ASN



"CPD should advance the professional practice of teachers rather than become an additional burden"

Henry Kilgour

South Lanarkshire Local Association presented a Motion calling on Council to investigate and issue advice on the workload implications of 'mandatory' CPD Courses for ASN practitioners. Jennifer Gaffney opened the debate, explaining that while training is valuable, the additional workload associated with compulsory CPD took time away from core teaching activity. Additionally, delegates were told that ASN-related training made up a very high proportion of allocated training as a result of them being made mandatory, and conferred additional responsibilities on the teachers without associated management time allocated to effectively consolidate and implement their learning in a way that benefits pupils and colleagues.

The Motion was seconded by Henry Kilgour (South Lanarkshire), who emphasised that CPD should advance the professional practice of teachers rather than become an additional burden passed down by managers. "Nowhere does it say you need to do every suggested course. We are all entitled to the Professional Development that suits us - we should be in control of it."

The Motion was passed with a unanimous vote in favour.

Bullying & Harassment Advice



"The background of Scottish Education has changed significantly since 2012"

Donal Hurley

Donal Hurley (Clackmannanshire) successfully called for the current EIS booklet on bullying and harassment, produced in December 2012, to be reviewed and updated accordingly. Donal argued that it was time for the booklet to be updated due to the changes in working practices. "The background of Scottish Education has changed significantly since 2012," he said. The Motion was formally seconded by Karen Farrell (Clackmannanshire) and was passed unopposed.

Empowering Teachers

“We want to free teachers from the prescription of the past”

Pauline Laccarini

Pauline Laccarini (Falkirk) successfully moved a Motion calling on the EIS to commend, support and promote the work of School Based Negotiating Committees (SBNCs) to support democracy in schools. “We want to free teachers from the prescription of the past. The government has a focus on empowering schools – we need to rise to the occasion and take back our negotiating power.”

Jennifer Morrow (Dundee), seconding, said, “True teacher empowerment is a wonderful thing. Let’s empower every one of our members to make their voice heard in their establishment.”

In a related Motion, Kenny Fella (Renfrewshire), was successful in a call for the EIS to lobby for an increased role for teacher agency in the empowered system being envisaged for Scottish education.

“Increasingly in schools, Big Brother is watching you,” said Mr Fella. “The constant monitoring of teachers under the guise of raising attainment masks the larger issues that must be tackled.”

Speaking in support, Jean Miller (Glasgow) said, “I would hate for us to look back in 10 years time, realise that we had our chance, and that we refused to grab it.”

Progressive Taxation to Support Public Services



“You cannot get public services on the cheap”

Susan Quinn

Susan Quinn (Glasgow), speaking on behalf of Council, was successful in a call for the EIS to support a policy of progressive taxation in Scotland to ensure adequate funding for public services.

“Schools and public services find themselves constantly under attack – Local Authorities are looking at increasingly creative means of making cuts and with little thought to the educational impact. You cannot get public services on the cheap – we need to look at progressive tax proposals that can properly fund our public services.”

Seconding the Motion, Allan Crosbie (Edinburgh) said, “We must have a coherent narrative explaining where the funding for our demands will come from. The answer is progressive taxation.”

Teachers in Nursery



“the seeds are sown at the earliest stage.”

Andrew O'Halloran

The EIS will continue its campaign for qualified teachers to be part of core staffing in nursery settings across Scotland, after unanimous support for a Motion proposed by Andrew O'Halloran (Dumfries and Galloway). Mr O'Halloran spoke of the expansion in early learning and childcare, and the importance of including nursery teachers therein, noting that “the seeds are sown at the earliest stage.” He cited the firm evidence that access to higher quality staff, particularly teachers, creates higher quality learning experiences for children. The Motion was formally seconded by Alan McClure (Dumfries and Galloway). Supporting, Susan Quinn (Glasgow) argued that the current statutory commitment to access to a teacher, “simply isn’t good enough.”

Guidance Posts in Primary Schools



“highlighting the challenges facing primary teachers who support children with a range of needs”

Phillip Pearce

A lengthy debate with many speakers took place on a Motion calling for the EIS to investigate and report on the potential for developing guidance posts in primary schools. In proposing, Phillip Pearce (Edinburgh) highlighted the challenges facing primary teachers who support children with a range of needs and are “working into the ground” to do the pastoral work required. The seconder, Claire Robertson (Edinburgh) reflected on the needs of children in crisis and that teachers have “no training or time” for this, with additional non class-committed staff being pivotal. Two first-time delegates, Nikhat Yusaf (Edinburgh) and Yasmin Murray (Renfrewshire), also spoke in support of the Motion. Other speakers included Megan McCrossan (North Lanarkshire)

who raised concerns about dilution of the role of classroom teachers and job-sizing but welcomed a potential investigation; and Heather Hughes (West Lothian) who opposed the Motion, noting the differentiation between the role of a Family Liaison Worker and that of a teacher. After further contributions and discussion of the arguments in favour of investigating, the Motion was carried.

Mental Health and Wellbeing



“We are constantly told that we need to do better and be better”

Paula McEwan

Following a successful Motion proposed by Paula McEwan (Inverclyde), the EIS will investigate and report on the mental health and wellbeing of members across all educational establishments and press the Scottish Government to recognise and address the causes of poor mental health and wellbeing in schools and colleges. Ms McEwan said, “We are constantly told that we need to do better and be better. How does this inspire confidence? How does this have a positive impact on our mental health?”

Low-Level Disruption



described the impact low level disruptive behaviour can have on a teacher’s mental health

Mark Ireland

Mark Ireland (Midlothian) described the impact low level disruptive behaviour can have on a teacher’s mental health and how this has been overlooked when discussing teacher Health and wellbeing. Seconding the Motion, Mike Smith (Midlothian) said “Pupils are potentially losing up to an hour of learning a day – due to low level disruption.” This point was ably, and comedically, demonstrated by the mover of the Motion repeatedly (and good naturedly) heckling Mr Smith as he proceeded with his speech. Rising above the interruptions, Mr Smith said, “Dealing with constant interruptions builds up your adrenaline and that has a cumulative effect that is real and worrying for teachers’ wellbeing.” Following a show of hands, the Motion was carried.

President's Address

Challenges & Successes



Outgoing EIS President Alison Thornton used her AGM address to look back on an extremely busy year that brought many challenges – as well as significant successes – for the Institute and for Scotland's teaching profession.

When I began in my first teaching post at Dalbeattie High School in August 1984 I had no idea of what an "interesting" time it was in terms of EIS activity.

I did know that there were huge shortages of teachers in some secondary subject areas, most notably mathematics and computer science and that new qualifications, Standard Grades, were to be introduced but that was it. In early September, on the suggestion of my PT, I went to a meeting of teachers being held in a neighbouring school on a Monday evening.

This was a meeting of Stewartry Local Association EIS members. The business of the meeting was to update members on the lack of progress in pay discussions and that industrial action including strike action was imminent. The main contributor to the meeting was my PT - who I discovered that evening was also the local EIS Secretary.

Over the next months a series of national strikes, a rolling programme of strikes in the constituencies of Conservative MPs, a lobby in London at the Houses of Parliament and the ending of many activities that teachers led outwith the school day formed the campaign.

That particular pay campaign took nearly two years to resolve and, interestingly, the new Standard Grade courses were cancelled after only one term and we know that teacher recruitment and retention continues to be an issue today.

VEVT Campaign

It says much for the goodwill of teachers that it had been over 30 years before it began to look as if we might be heading towards a new period of industrial action.

The 2017 AGM resolution that the pay claim for 2018-19 should begin to seek to restore the huge loss in value that teachers' salaries had suffered throughout the years of the public sector pay cap as part of the austerity agenda led to the launch, in January 2018, of the Value Education Value Teachers campaign to support our pay claim for 2018 - 19 for a 10% pay rise for all teachers and associated professionals.

At the 2018 AGM, as well as being four months into the campaign we were also awaiting the outcome of the consultation exercise on possible provisions for inclusion in a forthcoming Education Bill which was due to be announced towards the end of June 2018. I think it is fair to say that everyone within the EIS was in no doubt that 2018-19 would probably not be one of the quieter years in our 172 year history, and I think that I can safely say that this has turned out to be the case.

From the start of the new school year the campaign continued seamlessly and I - along with the Vice President, the Ex-President and the General Secretary - attended many of the EIS meetings being organised across all 32 Local Associations.

At every meeting the message coming from members was the same - our members had had enough of being undervalued.

Member Engagement

The Value Education Value Teachers Campaign was building momentum and a key new aspect of the campaign was becoming clear: the power of being able to speak to and hear from EIS members through the use of email and social media. In our 172 year history we have always been a member-led trade union and this was clearly demonstrated on the 27th October at the National March and Rally in Glasgow.

The turnout was beyond anything that we had anticipated and we are fairly certain that it is the largest ever demonstration held by a single trade union ever to take place in Scotland. But equally important to note is the support that we had from many other trade unions, the STUC, many other organisations and the wider public, showing that they all understand that the key to valuing education is by valuing teachers. The voice of EIS members was heard loud and clear.

From early on we knew that another first for this campaign would be the need to comply with the requirements of the Tory anti-trade union legislation introduced in 2017. Should we move toward industrial action then a statutory ballot would need to meet the thresholds set out. Holding

consultative ballots on the various offers made in course of the negotiations gave EIS members the opportunity to make their views known and, in every ballot, they did. Huge numbers of EIS members voting every time and always with overwhelming support for the recommendation being made. Every ballot result would have met the thresholds. I have no doubt that this continued loud voice of our members was a crucial factor in the successful outcome of the pay campaign and the agreement signed at the SNCT meeting at the end of April this year.

At the pay campaign meetings we had also been hearing from members of their other concerns and so the decision was taken to hold a survey of members in the first half of December to gather information. Again, the response from members was overwhelming with some three times as many members responding as had done in a similar survey in 2014. And top of the list alongside pay were workload, issues related to ASN, lack of access to professional development and lack of career progress options. The fact that the pay agreement includes a commitment to take forward joint working with the aim of addressing these issues is welcome but must produce outcomes that will bring about the positive changes that teachers need.

FELA and ULA

For FELA this year there have been negotiations on two significant matters. Firstly, seeking agreement on a set of national terms and conditions and secondly to secure a cost of living pay rise for all lecturers. The ratification of the National Working Practices Agreement delivered the first of these but for the second FELA members have had to take industrial action including 6 days of strike action. However, at all times, there has been strong support among the members and in the last few days the tenacity of the negotiators has resulted in a pay offer which FELA members are now being consulted on with a recommendation to accept. *Editor's note: EIS-FELA members subsequently voted, overwhelmingly, to accept the pay offer.*

Our ULA members are also currently balloting on a pay offer with a recommendation from their executive committee to reject. The message to employers in higher education is

clear - years of sub inflationary pay rises and excessive workloads must end. It is time to Value Higher Education and Value Lecturers.

2018-19 is certainly turning out to be the year of the ballot!

Committees and Networks

Alongside the pay campaign activity all the more regular work of the EIS through the committees, sub committees and member networks has continued. As President, I have had the opportunity to attend and be involved with the many professional learning events and conferences for groups of members that the EIS has held this year.

These events are always of the highest quality and receive much positive feedback. I am sure that the committee reports by conveners will refer to some of these events in more detail but I would like to take this opportunity to thank all officers and staff for all their work.

Instrumental Music Tuition



I would like to make particular reference to a group of EIS members who face the challenge that uncertainty brings and for many of them it happens on an annual basis. It was extremely disappointing that the recently published report from the Education and Skills Committee did not make it a statutory requirement for Local Authorities to provide instrumental music tuition at no cost to all pupils who wished to learn a musical instrument. So, charging fees will continue to be seen as a revenue raising option by Local Authorities and then, when uptake falls, jobs are put at risk.

This year one Local Authority proposed ending all music tuition except to those

pupils in S4-6 who had elected to take music as an exam subject choice. Because of this I found myself outside the council offices in Dalkeith early on a Thursday morning in February - but I was not alone. Hundreds of young people were gathering and over the course of the morning demonstrated, in a very musical way, the passion they had for music and the skills that they had learnt. The proposal did not go ahead this year but there is no guarantee for future years and this is the case for our IMT colleagues in other authorities also. The EIS "Change the Tune" campaign will continue.

Looking Back

In finishing, I want to mention one of my most recent visits to a school. It was to Priorsford Primary in Peebles where I was a pupil when the headmaster was Charles Blacklaw - who I discovered a few months ago served as EIS President from 1969-70.

I had the opportunity to look through the school logbooks and discovered that for the year he served as EIS President he noted what he did as President alongside the day-to-day activities of the school. So I began to read....

The first entry is dated 5th June 1969 and is - "The new typewriter for the school office was delivered this morning and the old model returned to the council offices in Rosetta Road. Travelled to the EIS AGM and was inducted as President."

Over the course of the next year many entries record his travelling to meet with EIS members all over Scotland from Dumfries to Thurso, meetings with politicians albeit in London as opposed to Holyrood now, serving on a working party looking at the requirements and challenges of teacher recruitment and representing the EIS at conferences within Scotland, the British Isles and abroad.

In reading this it struck me that, although 50 years have passed, there has been little change in the role of the President. Many of the issues that caused concern then continue to be a challenge now but in all that time the EIS continues to be a strong voice in defending the interests and welfare of teachers and the promotion of sound learning.

Teacher Competence

Mick Dolan (West Dunbartonshire) successfully moved a Motion calling on Council to issue guidance to Local Associations on the implementation of proceedings under the GTCS Framework on Teacher Competence. He said, "We need sound guidance and advice given to our LAs so we can support our members."

PPP/PFI Contracts

Colin Finlay (Falkirk) successfully called for the EIS to investigate and report on the "buyback" clauses and / or other financial costs to be incurred at the end of school PPP / PFI contracts. Mr Finlay said, "We need to investigate and find out what's ahead in the other 300 PPP/PFI schools."

School Librarians

Colin Glover (North Lanarkshire) was successful in calling for Council to establish an occupational network for school librarian members of the EIS. Mr Glover said, "A great school library gives children an environment in which to better develop learning skills. School libraries provide a positive contribution to educational ethos and the school environment, but they are under threat by Local Authority budget cuts."

EIS-FELA

Paula Dixon (EIS-FELA) successfully called for the EIS to continue supporting EIS-FELA's efforts to make national bargaining work and assist EIS-FELA in pursuing this goal. Ms Dixon said, "College national bargaining was a long time coming but we've made lots of improvements in various areas. With continued support we can get to a place where national bargaining works for everyone."

Sickness Allowance for Supply Teachers

The EIS will seek an improvement in the SNCT conditions of service which currently relate to eligibility for sickness allowance for teachers undertaking supply work following the success of a Motion moved by Sonia Kordiak (Edinburgh), who highlighted that supply teachers were often at a disadvantage compared with other teachers in establishing qualifying periods of unbroken service for sick pay.

National Pattern of Annual Leave

Andrene Bamford (East Dunbartonshire) successfully moved a Motion committing the EIS to campaign for the establishment of a national pattern of days of annual leave and school closure days in order to ensure parity for teachers when they move from one authority to another.

Class Sizes in Computing Science

Council has been instructed to negotiate to change the status of Computing Science to that of a practical subject with a class size maximum of 20 pupils. Speaking during the debate, Linda Kinghorn (South Lanarkshire) said that SQA candidates need a computer each when studying for SQA qualifications in Computing Science.

Extra-Curricular Activities

During the next session, Council will investigate and report on the amount of time teachers spend on extra-curricular clubs, teams, events or shows following the success of a Motion from Renfrewshire LA.

Employee Codes of Conduct

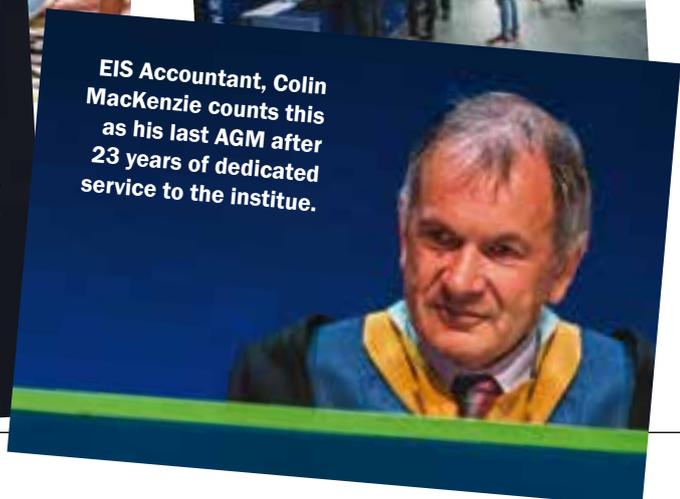
The extent to which Employee Codes of Conduct are being used to stifle legitimate comment and debate by teachers in Local Authorities and lecturers in other educational establishments across Scotland is to be investigated by the EIS. Alison Murphy (Edinburgh) moved the Motion arguing that research was necessary to establish the extent of the problem.

Daily Registration Classes

Council will campaign against the removal of discrete daily registration periods in Secondary Schools following the success of a Motion moved by Irene Campbell (Falkirk). She argued that the removal of discrete daily registration periods was being "driven by budget cuts and not the welfare of the pupils."



Brenda McKinlay, due to retire this year has been an integral part of organising the EIS AGM, including telling people when it's time exit stage left.



EIS Accountant, Colin MacKenzie counts this as his last AGM after 23 years of dedicated service to the institute.



New Fellows of the Institute honoured

New Fellows of the Institute: 1 Billy McChord 2 Vaughan Ellis 3 Derek McDonough 4 John Welsh 5 Jacqueline McNair
 6 Alison MacDonald 7 Lorraine McBride 8 Rowena Arshad
 9 Convener of the Board of Examiners, Norma Anne Watson 10 EIS President, Alison Thornton 11 EIS General Secretary, Larry Flanagan

Fringe Events

The EIS held fringe events during Friday lunchtime at AGM. General Secretary of Education International, David Edwards, led a Fringe Meeting on 'Challenging Xenophobia and the Rise of the Right'. Mr Edwards began by talking about Xenophobia in the USA stating, "The day before the election of Trump was a different world. In the run up to the election, I could feel something happening in the centre of my country that people on either coast could not." Mr Edwards continued by making comparisons between the current American government's educational policies and several other governments around the world, most prominently the situation in Brazil under President Jair Bolsonaro.

Speaking on the position of teachers in the fight against Xenophobia Mr Edwards said, "Teaching unions are in the cross-hairs of this fight. More than anything we must make sure that none of our members feel alone. The EIS is a unique union. It has

important ideas that should be shared, we need to hold the EIS up internationally as an example."

Two other fringe events were held. The Organising to Win – Achieving Local Success fringe looked at how to build on the success of the Value Education, Value Teachers campaign. It explored how to increase and develop activism, capacity and networks within Local Associations. This Fringe was delivered by the EIS Organiser team, together with Assistant Secretary David Belsey.

The EIS Equality Fringe Meeting entitled "The EIS PACT Against Poverty" examined the current outlook on poverty in Scottish Society. The meeting was chaired by the EIS Equality Convener Nicola Fisher. Professor John McKendrick from the Scottish Poverty and Inequality Unit delivered a presentation which highlighted that, currently, 1 in 4 children are living in poverty in Scotland. Professor McKendrick then went on to identify 12 ways to challenge poverty.

The EIS PACT Project Co-Leaders Sandra Scott and Kait Laughlin addressed the fringe to explain the new phase of the EIS anti-poverty work around professional learning and the PACT aims. "Education should be central to strategies to tackle poverty and we need to have a joined up approach to tackling poverty" said Sandra.

The EIS is currently surveying members on poverty in the classroom. The answers you provide will be invaluable in shaping EIS campaigning, policy and professional learning offered to members. Please take a few minutes to complete the survey: www.eis.org.uk/News/PovertySurvey



General Secretary's Report

An Active Year of Campaigning



General Secretary Larry Flanagan used his annual AGM speech to commend all those who contributed to the pay deal success of the Value Education, Value Teachers campaign – and pledged that tackling workload would be the next priority.

As we approach the summer break, I'm sure you will all agree – that it has been an absolutely relentless year!

Alongside your teaching commitments, your work as EIS activists in this past year, has demanded much from you in terms of time, energy and commitment

So I would like to start this short (shortish) speech by placing on record an enormous thank you to you, the lay leadership of the institute, and that is what you are; a thank you also to the other layers of activists nationally and locally who have worked so hard over this year, and especially to our school reps and school committees, who as ever, have been key to the work of the EIS – to all of these groups a huge thank you – for the magnificent effort that saw us build, sustain and ultimately win the biggest teacher pay campaign in decades.

This was your campaign; your fight – and you delivered.

Value Education Value Teachers

And it is worth just taking a moment to think of how that was achieved – from a couple of hundred delegates outside the Caird Hall at last year's AGM, to over 30,000 teachers turning George Square yellow a few months later.

We built the campaign meticulously:

In phase 1 we established the narrative – 10 reasons for 10% set out our case – the Value Education Value Teachers strapline captured the essence of our argument – and spoke to members and the public alike;

In Phase 2 like Rabbin Burns' sulky sullen dame we "nursed our wrath to keep it

warm" – we too nurtured the grievance as COSLA and the Scottish Government dug in and refused to meet our legitimate demand;

In Phase 3, when it came time to engage in battle our members demonstrated that they were willing to do so.

I said last year at AGM that it was not enough to have the arguments; not enough to have the moral high ground; not enough to have sympathetic voices off stage.



I made the point that the Scottish Government would only concede our claim if they believed that our threat of strike action was real – and that was exactly the case. That final ballot result where a clear majority showed they were willing to take strike action, and the figures showed that we would smash the Tory anti-trade thresholds, led to Scottish Government's 11th hour offer - which our members agreed to accept.

Strike action is always a last resort but trade unions have to be prepared to fight when it is required – and we demonstrated that the EIS was.

It was a significant campaign – not only in terms of the increase in pay but also, so important in the long term, for the impact it has had on the union.

Engagement in the Union

There has been massive engagement with the union. We have had thousands of meetings taking place at school at local, regional level and national level.

Our Comms department worked flat out to keep members informed:

- Nearly 4,000 new Twitter followers and over 1,250 Campaign Tweets
- More than 6000 Facebook followers
- Almost 500,000 visits to the campaign section of the EIS website
- Over 40 press releases on the pay campaign
- 11 Reps' Bulletins with campaign updates and materials (including 2 ballot special bulletins)
- And with 62 all member emails – the most popular communication in our survey. That's a total of more than 2,500,000 emails.

Our Membership Department worked flat out in the run up to the statutory ballots in particular; they processed 26,740 membership update changes.

Since the start of the campaign we have processed 7,934 new membership applications. On balance since we started the campaign in January 2018 – we have gained 3,987 members so our current total membership is 58, 851. That's the highest it's been in quite some time.

Significantly, we now have as many members under the age of 40 as we do over that age.

You see that new demographic – which was very visible at the demo – with young women getting active in the union; finding strength and purpose in the collective; creating an absolute bedrock for the future growth of this union.

We have a record number of reps across the country: school and branch reps; equality reps and learning reps.

Our activists' networks are full – ASN, IMT and HT&DHT. And we have a strengthened sense of purpose about what it means to be the EIS – a professional association, yes – but a trade union also, with history and muscle and intent.

That is critically important because – let's make it clear - we aren't finished yet.

The Future of the Campaign



Our recent members' survey received more than 12,000 responses and it was clear that pay was important, but only marginally ahead of issues such as ASN and workload.

Our Value Education Value Teachers campaign continues therefore, as we seek to move these agendas forward – debates here at conference on class size and class commitment will be critical.

The pay deal signposted the future agenda with its references to tackling excessive workload; creating greater professional reward and empowering the profession. This last agenda is, I believe, critical to the future for Scottish Education.

I genuinely believe that there is an opportunity here for the profession and indeed for the whole education system, to embrace a model based on, not the top down management system which has bedevilled most of our teaching lives, but instead a system based on professional autonomy and characterised by collaboration, collegiality and cooperation.

This would be a big prize and a big challenge. But it could transform the working lives of our members.

So, it is an opportunity we should seize and a challenge we should rise to.

School Empowerment

A year ago, the Scottish Government set aside the prospect of a new Education Bill designed to enforce empowerment (a classic definition of an oxymoron) - this was a flawed concept from the start – and instead embarked upon a collaboration with COSLA through the Empowerment Working Group.

The EIS has been represented on that Working Group and I would say the direction of travel is very positive.

We need, at a school level, to engage meaningfully in this agenda. It gives us the tools to take greater control over our working lives and to prioritise that which we believe as professional educators will make a difference to our pupils and students.

If we wish to control workload – professional autonomy is a critical tool to do that.

We believe in teacher agency and we should demand delivery of the promises made around that concept

We are looking to develop our Value Education Value Teachers campaign within this context.

Career Pathways

The Value Education Value Teachers campaign continues alongside our other workstreams.

One of those workstreams concerns the Career Pathways report, an outcome of the last SNCT agreement. We are keen to engage with it and we will set out our stall shortly. Of course, we wish to see better career opportunities with time and financial reward built in.

Even now Dundee, a city which often hosts our AGM, is threatening to introduce faculties and cut Principal Teacher posts. Will politicians never learn? Think again Dundee.

If new career pathways are to be established, they will require to be resourced. Austerity still grips the throat of public services and we need to challenge it.

FE and HE

We are currently balloting our college members on an improved pay offer, but I expect a successful outcome. However, this took 6 days of strike action.

We have already balloted on national terms and conditions – and pay harmonisation so

we have successfully chartered FE back to the public sector with national terms and conditions and decent pay. This was a hard won victory.

The Scottish Government wouldn't have sat back and allowed 6 strike days in the school sector and they shouldn't have done so in the college sector.

We want to see FE return to a focus on education. It is a critical sector for those who have been let down by schools, returning adults, particularly women; we want to see it properly funded.

I also want to mention ULA. They just completed the highest ballot win in years but were unfortunately beaten by the Tory Thresholds. The NJNCHES is holding back Scottish bargaining; we want to see a Scottish Committee and we want other UK unions to support that objective.

Renewal

I have given you some data on effectively our union renewal agenda – not just amongst activists but also among EIS staff.

We have 5 organisers who were critical to the success of the pay campaign.

I would like to say thank you to Brenda McKinlay. Brenda started working with the EIS on 2nd June 1975, working in the Membership Department.

She was transferred to the Executive Department (now known as Organisation) and has probably attended more AGMs than anyone. Thank you for your service and best wishes in your retirement.

I mentioned earlier the growth in membership. But there has also been a growth in activists.

On the back of the pay campaign colleagues, we are in rude health. We are in a positive place, as is the profession, but we are not complacent about the challenges that still lie ahead - indeed we relish the opportunities.

I was very struck by Rowena Arshad's speech yesterday – and, in particular, her assertion that teaching itself is predicated on a message of hope and indeed one of faith in the future.

The Educational Institute of Scotland is testimony to that view – and we will continue to fight for a society in which education and teachers are trusted and valued, social justice is the norm and prejudice and racism are called out and shamed.

Initial Teacher Education Entry Requirements



"Mathematics as a requirement is an unnecessary barrier to many people wishing to enter the profession."

Sharon Kelly

East Renfrewshire LA presented a motion outlining support for the GTC Scotland Memorandum on Entry Requirements for ITE Programmes in Scotland. Sharon Kelly moved the item, emphasising that the SQA's proposal to add SCQF Level 6 in Mathematics as a requirement is an unnecessary barrier to many people wishing to enter the profession.

"How many people here could have entered teaching if Higher Maths had been a requirement?"

John Rodgers (East Renfrewshire) seconded the motion, reinforcing that holding a Higher Maths qualification may be desirable, but is no indicator of being an effective teacher in any subject.

The debate on this topic was significant, with Susan Quinn (Glasgow) speaking against the motion to welcome the opportunity for members to debate this topic, noting that the existing requirement for Higher English also stands as a barrier to accessing the profession but serves an important purpose.

Sonia Kordiak moved a procedural motion to remit the motion back to council. The motion to remit was carried by simple majority.

SQA Exam Diet



"teachers face pressure to complete national qualification course delivery too quickly"

Gavin Corrigan

A majority of delegates were persuaded by the arguments of those proposing and supporting a Motion instructing Council to campaign for the starting date of the SQA exam diet to be moved to mid-May. Gavin Corrigan (West Dunbartonshire) urged the need for this shift in timescales, as teachers face pressure to complete national qualification course delivery too quickly, at the expense of depth and consolidation of learning. He cited frequent use of compulsory supported study and Saturday morning masterclasses for

students as a means of ensuring course coverage within the tight timescales demanded by the commencement of exams in April, three weeks ahead of what were formerly mid-May beginnings to the diet.

In seconding the Motion, Mick Dolan (West Dunbartonshire), highlighted the mental health impact on students of immediate starts to new courses as soon as the exam diet finishes, this also swallowing up time that could otherwise be spent on a broader range of learning experiences. Education Committee Vice Convener, Sonia Kordiak (Edinburgh) spoke against the Motion, arguing that the SQA had little to no room for manoeuvre on timescale, requiring time for markers' meetings, quality assurance processes and sharing of results with universities and colleges. She suggested that adjustments to curriculum architecture were key to addressing the shortage of time for NQ course delivery. The point was expanded by Education Committee Convener, Susan Quinn (Glasgow); when put to the vote, the Motion was carried by AGM.

NQ Units as "Backup" Qualifications



teachers "thought their prayers had been answered" with the elimination of mandatory unit assessments

Derek Brown

First-time speaker, Derek Brown (South Lanarkshire), successfully moved a Motion instructing Council to investigate the use of freestanding NQ units as "backup qualifications" for pupils sitting National 5 and Higher exams, and to issue relevant workload advice. Mr Brown said that teachers "thought their prayers had been answered" with the elimination of mandatory unit assessments from National 5 and Higher qualifications, and bemoaned the fact that they have been "reincarnated in the form of freestanding units" which are being used on "an industrial scale" as back-up assessment. This, he said, has led to workload increase rather than decrease, as teachers are "professionally blackmailed" into banking SCQF level units for candidates in a drive to "maximise tariff points" and make the school "appear better than an imaginary virtual comparator school." The Motion was seconded by Mark Fleming (South Lanarkshire) who gave a humorous speech suggesting that teachers' subordination to this pressure needed to stop. After further strong support, the Motion was carried.

BSL Medium Teaching



"although 80% of deaf students are in mainstream education only 2% of them leave with 2 or more highs"

Julie Ferguson

Orkney Local Association successfully proposed a Motion calling for the EIS to campaign for British Sign Language-medium provision in schools, colleges and universities. Julie Ferguson (Orkney) moved the item, describing how the current lack of BSL provision in mainstream education prevents BSL-using deaf students from experiencing education in their own language and within their own culture. Julie also noted the impact this has on young people's opportunities, telling AGM that although 80% of deaf students are in mainstream education only 2% of them leave with 2 or more highs.

David Baxter (Dundee) seconded the Motion, noting the lack of investment from councils in BSL provision leading to a fall in the number of practitioners.

LGBT Inclusive Education



"a massive step forward in terms of all schools getting it right for young people."

Pam Currie

Pam Currie (EIS-FELA) proposed that the EIS seek to ensure that LGBT inclusive education is fully implemented in every school in Scotland. Ms Currie referenced the Scottish Government plan to embed LGBT inclusion, describing it as "a massive step forward in terms of all schools getting it right for young people." Seconding the Motion, Julie Chrystal (Fife) reassured colleagues that LGBTI inclusion is more straightforward than they may fear but, "what scares me is that Scottish Government often makes promises about investing in education then the funds dry up." She contended that "what we are building here is the foundation for our future, our country and our children." Delegates voted unanimously in favour.

National 1+2 Languages Strategy



Called for comprehensive review of 1+2 strategy

Asif Chishti

Fife Local Association successfully brought a Motion to AGM concerning the National 1+2 Languages strategy. Asif Chishti (Fife) moved the Motion, calling on the Institute to lobby for a comprehensive review of the strategy to ensure teachers are able to fulfil the ambitions it outlines for young people in Scotland.

Andrew O'Halloran (Dumfries & Galloway) seconded the Motion, expressing concern that the National 1+2 Languages Strategy has failed to reverse falling engagement with foreign language studies, while also creating timetabling problems and additional workload for teachers.

Timing of SQA Updates



expressed frustration at the "completely unreasonable waste of money and resources"

Mary Maley

A Motion calling for Council to engage with the SQA with a view to ensuring that all subject updates are published by April each year for courses commencing the following session, was remitted to Council following some brief debate. In moving and seconding the Motion, Mary Maley and Julie Ferguson (Orkney) expressed frustration at the "completely unreasonable waste of money and resources" that can occur when work done in preparation for senior phase courses has to be undone following late changes by the SQA, and highlighted the disproportionate impact of mid-session changes to courses on disabled teachers.

Martin McMahon (North Lanarkshire) spoke in opposition, arguing that the terms of the Motion represented a diminution of current policy which demands that the SQA be pressured to introduce changes at least one year before course commencement. A call from the floor for the Motion to be remitted to Council resulted in a vote which saw that decision carried by the majority. Council will deliberate further.

Kindergarten



"kindergarten stage could be of enormous benefit"

Alan McClure

An amended Motion instructing Council to campaign for a teacher-led statutory play-based kindergarten stage for Scottish schools was moved by Andrew O'Halloran

(Dumfries & Galloway) and carried with delegates' full support. Mr O'Halloran argued that "a test-free structured play environment is fantastic for children." Seconding, Alan McClure, (Dumfries & Galloway) reasoned that a kindergarten stage could be of enormous benefit, if led by "registered teachers who know about the whole journey of education."

Curricular Specialist Provision



raised concerns regarding the dilution of the primary teacher role

Megan McCrossan

Conference discussed a Motion instructing Council to campaign for curricular specialist provision of art, music and physical education in primary schools across Scotland. The proposer, Alan McClure (Dumfries and Galloway) claimed that class teachers benefit greatly from planning alongside teachers with specialist skills and expertise. The seconder, Andrew O'Halloran (Dumfries and Galloway) attributed cuts in specialist staff to austerity rather than an educational rationale.

Opposing the Motion, Megan McCrossan (North Lanarkshire) raised concerns regarding the dilution of the primary teacher role, arguing instead for more meaningful CPD in these areas; and Stephanie Gaffney (North Lanarkshire) raised the risk of other specialists replacing primary teachers. Various supporters cited the value of expressive arts; Fiona Gray (Midlothian) spoke of music specialists "supporting and enhancing the primary teacher's job." After a full debate, the proposal from Dumfries and Galloway LA was carried.

Dyslexia Friendly Communications



"We do so much for our dyslexic pupils, it's time we did the same for ourselves"

Sofia Akbar

The EIS will explore and report on the arrangements and steps required to ensure that all EIS printed and written communications are Dyslexic friendly, as the result of a successful Motion from Falkirk Local Association. Moving the Motion Sofia Akbar (Falkirk) said, "These

changes are easy and have no resource implications but make a big difference to dyslexic members by making them feel included and making things more accessible to them. We do so much for our dyslexic pupils, it's time we did the same for ourselves."

Restraint and Seclusion



"Pupils deserve appropriately trained staff who understand the process of de-escalation"

Clare Russell

A Motion calling for clear guidance on the use of restraint and seclusion in schools and for Local Authorities to ensure members have access to training in de-escalation techniques was successfully moved by first time speaker, Clare Russell (Aberdeen City). "While the EIS rightly supports the principle of mainstreaming we regularly hear of pupils for whom we are not getting it right," said Clare. "Pupils deserve appropriately trained staff who understand the process of de-escalation as an appropriate technique."

Speaking on behalf of the EIS ASN Network, Mark Ireland (Midlothian) discussed the No Safe Place document and the lack of input it had from education staff. Megan McCrossan (North Lanarkshire) added, "Local Authorities are accountable should staff be trained and follow through with these policies and techniques."

Support Staff



"You can't plug the gap with the cheapest options."

Tom Britton

During next session, Council will investigate and report on the extent to which different support staff are being used to carry out roles that should properly be that of teaching staff. Moving the Motion, Tom Britton (Edinburgh) argued that the EIS needs to ensure that teachers have more time to organise, plan and teach adding, "We need to stress the importance of having a teacher in front of a class. You can't plug the gap with the cheapest options. We need proper and sustainable funding to support inclusion."

Return of Exam Materials



Highlighted a number of practical issues associated with script return

Sonia Kordiak

An overwhelming majority of AGM delegates voted to remit to Council an amended Motion which had sought to instruct EIS Council to request that the SQA return all exam material (both coursework and exam script) to centres after the Script Review Process has been completed. Moving the Motion, Gordon Black (Dundee) argued that script return would enable improvement through teachers being able to look at candidate responses and SQA marking. "Knowledge is power," he said. "Let's further the power of teachers." Seconding the Motion, amended to include a remit to Council, Sonia Kordiak (Edinburgh) highlighted a number of practical issues associated with script return and the possibility of parental pressure being placed upon teachers related to candidate performance. These issues, she said, needed to be considered further. Put to the vote, AGM agreed to remit the Motion to Council for further deliberation.

Support for Palestine



"The union has been continuously supportive of Palestine."

Donny Gluckstein

A Motion proposed by Nick Cimini (EIS-ULA) calling for the EIS to reaffirm its commitment to campaigning in solidarity with Palestinians in their struggle for peace and justice was successfully carried. Seconding the Motion Donny Gluckstein (EIS-FELA) said, "The union has been continuously supportive of Palestine. We stand together, Jewish and Non-Jewish, as human beings, against this injustice." Speaking in support Lucy Kelly (North Lanarkshire) added, "Scotland has a proud history of speaking out against this kind of injustice. The EIS has a justified interest in supporting Palestinian children and defending their right to an education."

Opposing Virtual Headteachers



"the use of this mechanism as a cost-cutting measure is not appropriate."

Sue Burns

Mark Ireland (Midlothian) successfully presented a Motion, speaking on behalf of Midlothian Local Association, opposing the introduction of 'Virtual Headteachers' as a cost-cutting mechanism in schools. Mr Ireland outlined how the initial implementation of Virtual Headteachers was intended to add additional support and advice for schools, supplementary to an on-site Headteacher, but had in some cases become a replacement for on-site Headteachers. Sue Burns (Midlothian) seconded the Motion, telling delegates how looked-after pupils and additional support needs have fallen under the remit of Virtual Headteachers, and while any additional support is to be welcomed the use of this mechanism as a cost-cutting measure is not appropriate.

Senior Phase Structure



Expressed concerns over senior phase structure

Caroline Yates

West Dunbartonshire's Mick Dolan gained the unanimous backing of AGM for a Motion instructing Council to investigate and report on the structure of the senior phase in educational establishments across the country. In moving the Motion, Mick stressed that the senior phase of CfE is 'a million miles away' from what was intended, with the SQA, parental demands around presentation and internal school politics, conspiring in many cases to prevent the imaginative wide-ranging senior curriculum that was originally envisaged. "We need to be at the centre of discussions in schools...To be in control, we need to know where we're going," he said.

Caroline Yates, (West Dunbartonshire), seconded the Motion, it drawing further support from Irvine Tait (Shetland), Murdo MacDonald (Glasgow), Mark Ireland (Midlothian), and Stephen Gillespie (South Ayrshire), who together painted a concerning picture of confusion; intensified workload arising from multi-course

teaching; inequity of learning experiences, teaching time and student outcomes; and disproportionate impact of lengthened exams on candidates with additional support needs.

Distance & Remote Learning



"video conferencing can be a valuable tool for ensuring access to expertise which would not otherwise be available"

Andrene Bamford

East Dunbartonshire Local Association brought a Motion on the uses of distance learning models via technology. Andrene Bamford (East Dunbartonshire) proposed the Motion, outlining the growing use of video conferencing technology for teaching in schools where a teacher cannot be physically present. Andrene noted that video conferencing can be a valuable tool for ensuring access to expertise which would not otherwise be available, but should only ever be used to enhance learning rather than replace in-classroom teachers.

The topic sparked significant debate, with Julie Ferguson (Orkney) raising concerns about rural schools which often struggle to provide subject specialist teachers in-person. Delegates were told this is particularly the case for BSL-medium teaching, where e-schooling can be a useful model, when carefully managed, for the benefit of students who might not access a specialist teacher otherwise.

Delegates voted to remit this Motion to council for further discussion.

Workplace Parking Tax



Call on Scottish Government to reconsider the powers granted to Local Authorities to introduce a workplace parking tax

David Thomson

A Motion moved by David Thomson (Renfrewshire) proposing the EIS call on Scottish Government to reconsider the powers granted to Local Authorities to introduce a workplace parking tax or charge sparked much debate. The Motion was formally seconded by Kenny Fella (Renfrewshire) and supported by Louise Glen (North Lanarkshire), Stephen Gillespie (South Ayrshire) and Laura Minto (West Dunbartonshire). Speaking against the Motion, Des Kenny (Glasgow) said, "There

are plenty of other public sector workers who are basically already doing this. I'm worried passing this Motion will make it seem like we are setting ourselves apart from them." John Tonner (Renfrewshire) added, "We need to re-imagine how we use our cities and towns and re-think our relationship with transport." Following a vote, the Motion carried by a majority decision.

Specific Contractual Advice for Supply Teachers



Called for more detailed information for supply teachers on the actual amount they should be paid for each period of supply work

Alison Murphy

Following the success of a Motion, moved by Sonia Kordiak (Edinburgh), the Salaries Committee will produce guidance for Local Association negotiators on the production of information documents which supply teachers should receive in each school on their first day of work. The information should include the relevant SNCT terms and conditions of supply teachers and advice on how their pay is calculated.

Ms Kordiak argued that currently little information is provided to supply teachers and that the EIS should produce advice to Local Association secretaries on the production of support packs. Seconding the Motion, Alison Murphy (Edinburgh) called in particular for more detailed information for supply teachers on the actual amount they should be paid for each period of supply work. The Motion passed with an overwhelming majority.

Extension of Sick Leave



"examples of cases where the courses of treatment resulted in teachers going on to half pay."

Josephine O'Brien

"Teachers are being forced back to work because they cannot afford to go onto half-pay." That was the claim made by Andrene Bamford (East Dunbartonshire) when she successfully moved a Motion calling on the EIS to campaign to extend the allocation of sick leave from six months full pay to one year's full pay for teachers with a diagnosis of a serious illness which involves invasive treatment. "Conditions such as cancers

and mandatory recovery times often take teachers over the 6 month limit. If you are rushed back to work, you don't make a full recovery." The Motion was seconded by Josephine O'Brien (East Dunbartonshire) who provided examples of cases where the courses of treatment resulted in teachers going on to half pay. Louise Glen (North Lanarkshire) highlighted the need for teachers to be given time to recover fully from serious illness.

UK Public Sector Pension Schemes



Pointed out that changes made to public sector pension schemes since 2012 have been to the detriment of EIS members.

Mick Dolan

Mick Dolan (West Dunbartonshire) moved, and Agnes Wilson (West Dunbartonshire) seconded a Motion instructing Council to investigate and report on the benefits provided by UK public sector pension schemes other than the Scottish Teachers' Pension Scheme in order that comparisons between schemes can be made.

Mr Dolan pointed out that changes made to public sector pension schemes since 2012 have been to the detriment of EIS members. He called on Council to examine all available UK public sector pension schemes in order that the EIS can campaign for specific improvements to the Scottish Teachers' Pension Scheme.

Thanks

Thanks to all delegates, Perth Concert Hall staff, hotel and restaurant staff in Perth, and to all EIS employees involved in the organisation of the 2019 AGM.

Many thanks to all the talented young musicians and their teachers from the Perth & Kinross Pipe Ensemble.

We hope that you enjoy this special AGM edition of the SEJ - all the best for the summer and enjoy your break.

Combatting Racism and Intolerance Through Education



During the final session of AGM, on Saturday, delegates had the opportunity to hear the prominent lawyer and Rector of the University of Glasgow, Aamer Anwar, speak on a wide range of issues including racism, xenophobia, Islamophobia and the rise of the far right.

Looking back to the EIS rally in Glasgow last October, Mr Anwar said, "It was a real honour to address your teachers at George Square several months ago - when thousands of your members took to the streets and won. And it's an honour to be invited to address your AGM today.

"Following the Brexit shambles, Donald Trump, Nigel Farage, the rise of the far right and terror attacks the stakes have never been higher.

"Political leaders have suggested that Islam is 'incompatible with European values', and passed laws which deliberately target the Muslim community.

"In each European country mainstream politicians have engaged with ideas once relegated to the margins of fascism. The Paris attacks were a dangerous moment which throughout Europe have fuelled the far-right which is on the march - election campaigns are being fought with the lives of men, women and children. Asylum seekers and immigrants who are portrayed as threatening a 'civilised' way of life are being treated as the enemy within.

"The role that teachers play is critical in combatting these ideas that can permeate their way through to our children."

SEJ Team: Brian Cooper, Cheryl Beattie, Ali Roy, Stuart Cunningham

Additional Reporting: Andrea Bradley, Jenny Kemp, Dave McGinty, Rob Henthorn

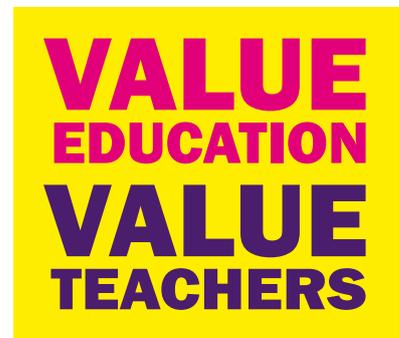


Have you received your backdated pay?

As a result of the recent SNCT pay agreement for 2018 – 2021, all teachers employed in Scotland between April 2018 and April 2019 are due to receive the pay increase for this period as a backdated payment.

Teachers who are still employed by the same authority should receive this payment automatically. However, teachers who have moved authority will require to contact their former employer to claim any back-pay owed for this period.

The list below provides contacts for each local authority payroll department, to assist members in claiming any back-pay that is due to them.



Aberdeen	payrollservices@aberdeencity.gov.uk
Aberdeenshire	payroll@aberdeenshire.gov.uk
Angus	0345 277778
Argyll & Bute	payrollenquiries@argyll-bute.gov.uk
Clackmannanshire	hreducation@clacks.gov.uk
Dumfries & Galloway	pay&employment@dumgal.gov.uk
Dundee	01382 434000
East Ayrshire	donna.dewhurst@east-ayrshire.gov.uk
East Dunbartonshire	hrrservicesupport@eastdunbarton.gov.uk
East Lothian	lritchie@eastlothian.gov.uk
East Renfrewshire	payroll@eastrenfrewshire.gov.uk
Edinburgh	0131 469 5555
Falkirk	payroll@falkirk.gov.uk
Fife	Transactions.Payroll@ffe.gov.uk or Payroll.Section@ffe.gov.uk
Glasgow	CBSServiceHR@glasgow.gov.uk
Highland	payroll@highland.gov.uk

Inverclyde	Bobby.mcewan@inverclyde.gov.uk
Midlothian	Leavers@Midlothian.gov.uk
Moray	01343 543451
North Ayrshire	01294 310000
North Lanarkshire	helpdesk@northlan.gov.uk
Orkney	maureen.gunn@orkney.gov.uk
Perth & Kinross	employmentandpayroll@pkc.gov.uk
Renfrewshire	payrollgeneral@renfrewshire.gov.uk
Shetland	01595 693535
South Ayrshire	EmployeeServices@south-ayrshire.gov.uk
South Lanarkshire	0303 123 1015
Stirling	payroll@stirling.gov.uk
The Scottish Borders	01835 824000
West Dunbartonshire	payroll@west-dunbarton.gov.uk
West Lothian	payroll@westlothian.gov.uk
Western Isles	01851 600501